DOCUMENT RESUME

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ABSTRACT

This program, included in "Effective Reading Programs...," is the result of the efforts of a small team of teachers who desired an alternative method for teaching efficient reading and study skills to underachieving high school students and for supplementing remedial reading classes. Begun in 1972, the program serves 130 ninth graders recommended by their junior high school counselors for participation in the program; about 50 of these students are severely disabled readers. To arouse interest and motivate students to express themselves verbally, the unit begins with scenes from "Requiem for a Heavyweight," followed by a visit from an amateur boxer and an exhibition of two fighters sparring. Students then read "The Contender," a novel about a high school dropout who aspires to better his life through boxing; the novel and characters are explored through a variety of activities. Next, students spend about five weeks researching individual projects which relate generally to some aspect of the novel. Learning how to use the library, developing good study skills, and reading individually prepared materials are combined with using non-print media to enable students to complete multimedia projects to be presented before the class. (TO/AIR)

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INTEGRATED LANGUAGE EXPERIENCE APPROACH USING RESEARCH UNIT

Warren G. Harding High School, Warren, Ohio

Developers: Sharon Martin, James Tarantine, Nancy Gallagher, Leslie Post, Charles Faires

PROGRAM DESCRIPTION

PROGRAM SIZE AND TARGET POPULATION:

Of the approximately 130 ninth-graders recommended by their junior high school counselors to participate in the freshman reading program at W. G. Harding High School, about 55 are severely disabled readers; the remainder are 1-3 years below grade level in reading achievement. These students receive freshman English credit. Most students then continue in the regular English program their sophomore year. These students, attending one of two public high schools in a community of 65,000 come from middle-income families. Approximately half the participants are black, half are white, although there is some representation from South American and Greek cultures.

The reading program began in 1970 when an additional English teacher with reading certification was added to the staff of this high school of 2000 students. Additional reading materials were purchased beginning in 1971 when Ohio State Disadvantaged Pupil Program Funds became available in Warren for secondary reading programs. During the summer of 1972 the reading specialist, the media specialist, and two English teachers began a year-long EPDA Curriculum with Supportive Media Institute at Kent State University where after studying various curriculum theories and innovative processes, this group of W. G. Harding personnel developed the "Integrated Language Experience Approach - Using Research Unit." Since then the reading center staff has acquired an educational aide and additional monies from OSDPP.

YEAR STARTED:

This particular innovative program began in 1972 at W. G. Harding High School with some minor revisions each year. Since then, the reading staff has designed similar units and has worked with other departments in developing similar units for their curriculum.

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STAFF:

Serving the students of this project requires a reading specialist, two English teachers, a paraprofessional, a media specialist, and the support of the high school Instructional Coordinator.

MAJOR FEATURES:

This program is the result of the efforts of a small team of teachers who desired an alternative approach for teaching efficient reading and study skills to underachieving high school freshmen, and for supplementing remedial reading classes. Although originally designed to extend over a nine-week interval, the length of time this program takes to complete is flexible.

To arouse interest and motivate students, the unit begins with any of a number of possible activities: scenes from the movie Requiem for a Heavyweight, the video tape of a current heavyweight championship fight followed by a visit from a local Golden Gloves boxing champion who demonstrates various sparring techniques using a student from the reading class. This demonstration and subsequent interview can be video-taped for viewing by other reading classes. These activities serve as an introduction to the adolescent novel, The Contender, which is about the life of a high-school dropout who aspires to better his life through boxing. The reading level of the novel is about 6th grade. The teacher may choose to have the students read the novel silently or for those groups for whom the book is too difficult, the teacher may elect to read it aloud in play form, choosing one better reader to read the part of Aldred, the main character. The study of the novel and characters is supplemented through such activities as student-created artistic reactions to the novel and teacher-prepared vocabulary games and role-playing situations. A study guide following the sequence of the novel may be used also. As the students read the novel, they begin to suggest ideas for individual or team research projects that relate generally to some aspect of the novel. Sample topics have included sports, drugs, alcohol, ghetto life, music and religion.

The students then spend the next five weeks researching their topics in the media center and taking notes which will aid them in presenting their multi-media project. While learning how effectively to use the library, students develop study skills and note-taking ability. But, because of their reading disabilities, they often encounter material too difficult for them to comprehend. The teacher then immediately recommends individualized reading activities to be worked on in the Reading Center, in addition to recommending supplementary material at the student's functioning level that will assist him with his library research. During this research phase of the project, strong emphasis is placed on using media other than print. Students then create multi-media projects to present as a culminating activity before the class. Such projects have included slide/tape presentations, dry mounted pictures, various types of transparencies, and original drawings and posters.

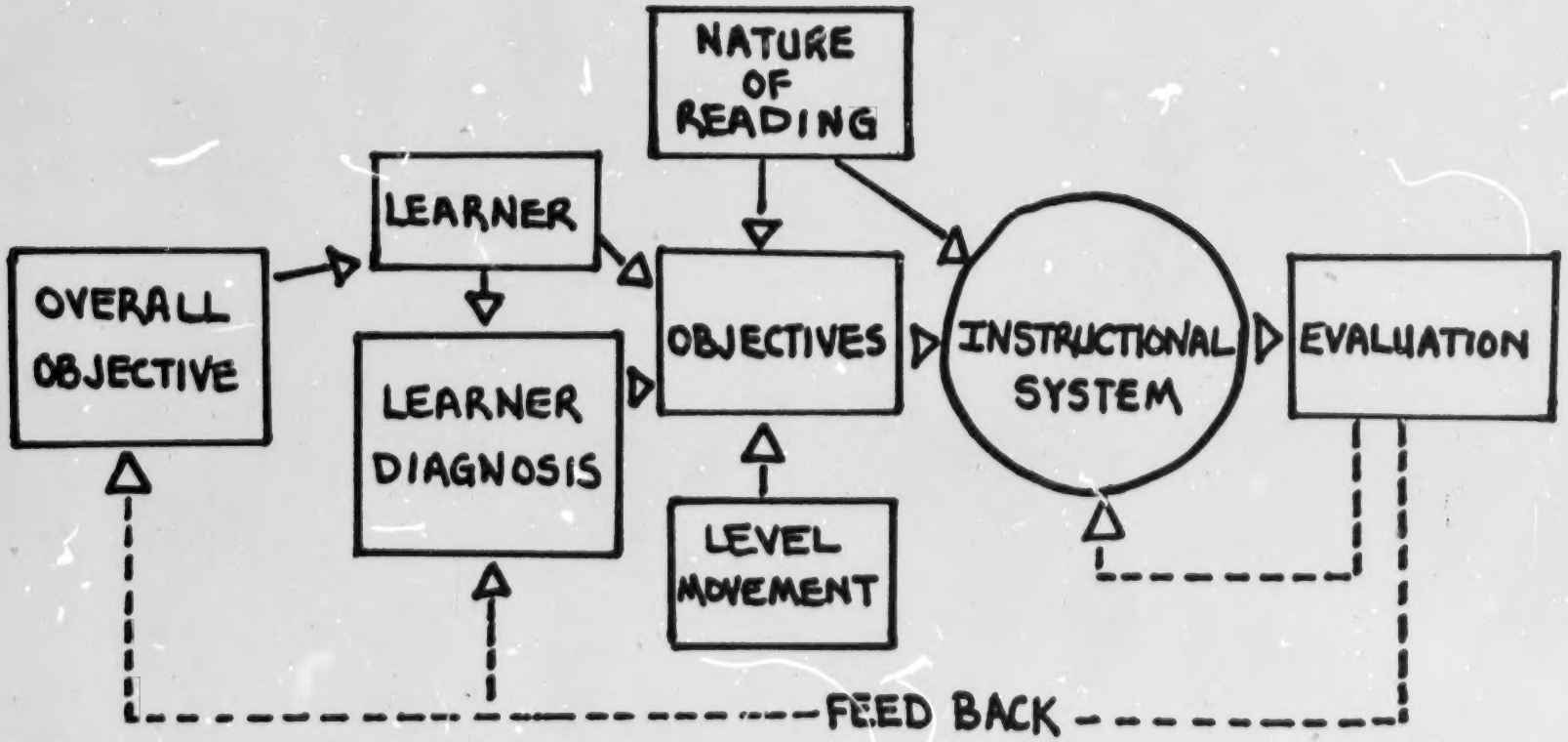
FACILITIES, MATERIALS, EQUIPMENTS:

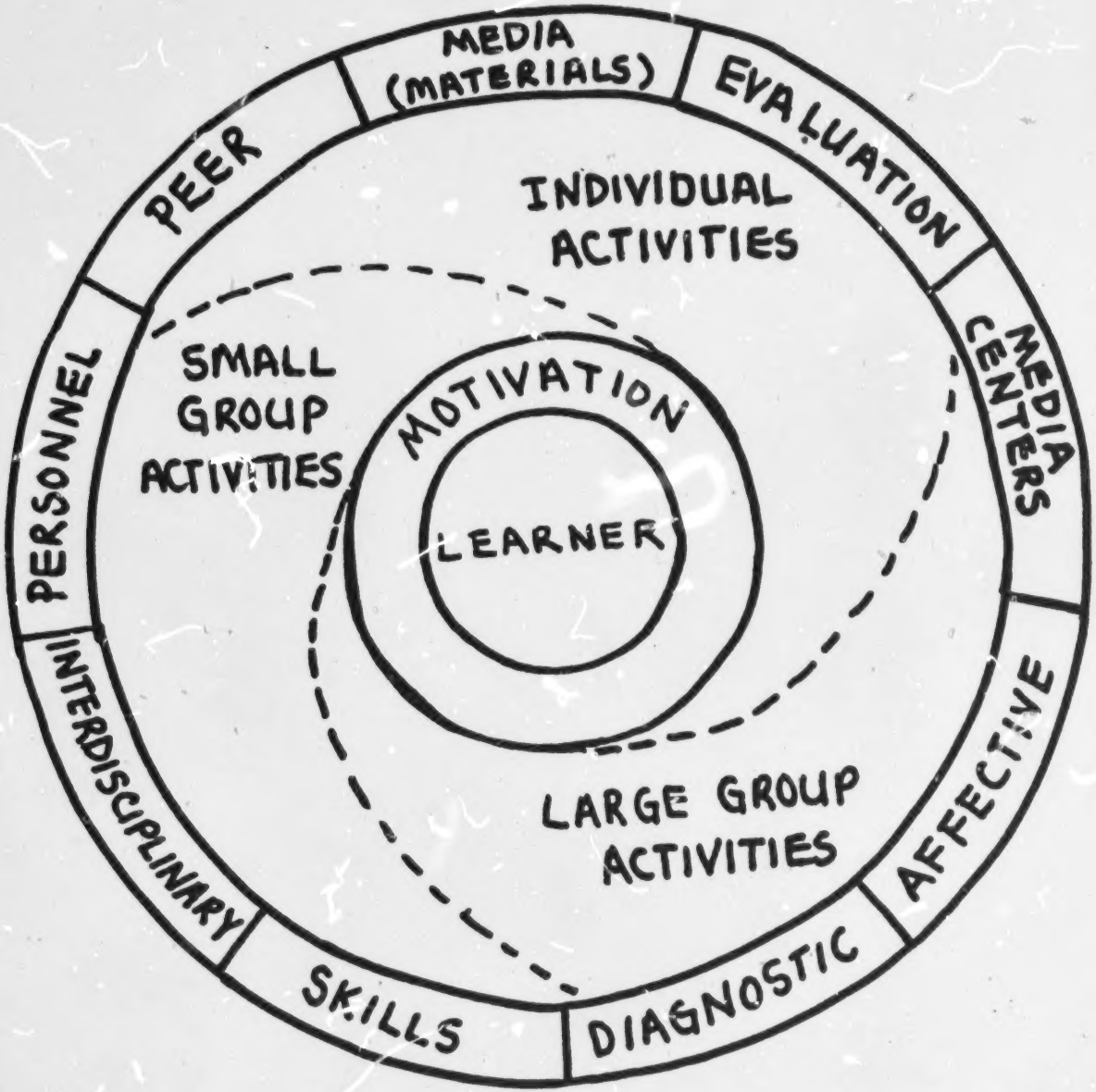
Students use facilities in the Media Center which consists of three rooms: a library area, a viewing room for films, and a production area. Close to the Media Center is the Reading Center: two classrooms where students work with various reading hardware and software.

COST:

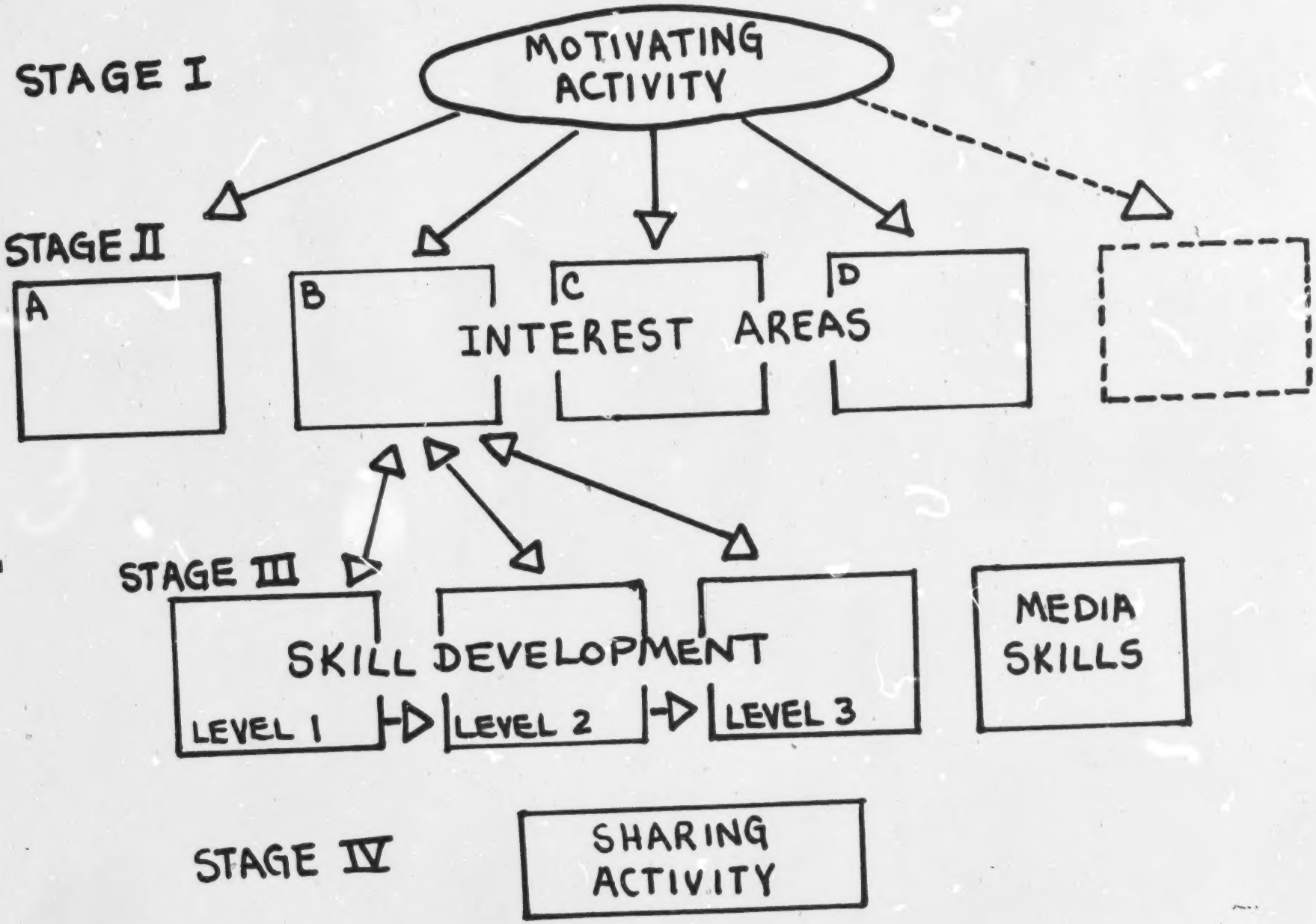
The cost of a classroom set of The Contender novels (30) is approximately $30 00. Other materials are locally available or can be locally produced.

INTEGRATED LANGUAGE EXPERIENCE PROGRAM





INTEREST UNIT APPROACH


STAGE I
MOTIVATING ACTIVITY
STAGE II
A
B
C
D
INTEREST AREAS
STAGE III
SKILL DEVELOPMENT
LEVEL 1
LEVEL 2
LEVEL 3
MEDIA SKILLS
STAGE IV
SHARING ACTIVITY

CURRICULUM GUIDE

OBJECTIVES:

a. Given a self-selected interest unit program, the student will exhibit more involvement in classroom discussions at the conclusion of the program than he exhibited at the beginning.

b. Given a program in which a student has the opportunity to pursue areas of interest relevant to him, the student will exhibit greater observable self-control at the program's termination than at its beginning as evidenced by his ability to work independently, efficient use of time, cooperation with the instructor and other students, and respect for materials and equipment.

c. Given a program which encompases a wide assortment of print and non-print media as research tools, the student will choose more print and non-print media types in a class assignment at the conclusion of the program than he did at the beginning.

d. Given a variety of skill activities, each student will increase his reading competency to a pre-determined level as evidenced by his pre- and post-test scores.

EVALUATION:

The "Integrated Language Experience Program Using Research Approach" will be evaluated according to student success in the following areas:

1. Greater participation in classroom discussion, as evidenced by teacher observation.

2. Greater self-control in work habits and classroom behavior, again evidenced by teacher observation.

3. Sophisticated use of print and non-print media as tools to learning, as evidenced by the student's interest unit presentation and by comparison of pre and post surveys.

4. Increased reading skill competency, as evidenced by improved scores on the reading and vocabulary subtests of the Stanford Diagnostic or the CREAD tests.

WEEKLY AND DAILY TENTATIVE PROCEDURES FOR CLASSROOM USE OF THIS PROGRAM
(Objectives, activities, strategy, media used, and availability are listed)

OBJECTIVES	WEEK #1		MEDIA USED
a	DAY #1	Motivation activity for interest units Fight film - Discussion Strategy: large group	Film: Scenes from Requiem for a Heavyweight Commercially produced
a	DAY #2	Continue motivation activity Introduction of resource person Video tape of fighter sparring with partner Students interview Golden Gloves Boxer Boxer instructs one student in boxing techniques Strategy: large group and individualized instruction	Resource person (local Golden Gloves boxer) Video tape Interview with boxer Locally produced
d	DAY #3	Introduce The Contender (book to be used as basis for interest units) Preview the book Discuss vocabulary for chs. 1 & 2 Read chs. 1 & 2 Examine transparencies of setting and characters Strategy: large group	Transparencies of setting and characters Copy of The Contender for each student Controlled reader Ditto of vocabulary list fo entire book Commercially and locally produced
a d	DAY #4	Discuss vocabulary for chs. 3 & 4 Read chs. 3 & 4 Discussion Strategy: large group	Controlled reader and accompanying filmstrips for The Contender Commercially produced
a d	DAY #5	Role-playing activities relating to The Contender Discussion of character analysis Strategy: small and large groups	Role-playing material for chs. 1 - 4 Locally produced

OBJECTIVES	WEEK #2		MEDIA USED
a d	DAY #1	Discussion of plot Discussion of vocabulary for chs. 7 & 8 Silent reading of chs. 7 & 8 Survey students' knowledge of availability and usage of media	Transparency of plot Vocabulary ditto Pre-questionnaire
		Strategy: large group and individualized instruction	Locally produced
b c	DAY #2	Students draw pictures, write a poem or short story, or design a collage depicting their personal reactions to the novel thus far	Old magazines Paper Poster board Magic markers Scissors Glue
		Strategy: individualized instruction	Locally produced
a d	DAY #3	Sharing of previous day's art work Discuss chs. 7 & 8 Discuss possible interest unit topics that have surfaced in novel Optional use of shadow scopes Discussion of vocabulary for chs. 9 & 10 Assign chs. 9 & 10	Previous day's art work Wall chart on which to begin list of possible interest unit topics Vocabulary ditto
		Strategy: large group and individualized instruction	Locally produced (plus shadow scopes)
c d	DAY #4	Class will be divided into two groups which will alternate, each spending one half of the period on the following activities: Vocabulary for chs. 11 & 12, and read chs. 11 & 12 orally Media Center orientation: (card catalog, Readers' Guide, AV catalog, Encyclopedias, Almanac)	Vocabulary: Password game Transparencies Filmstrip-Record set (The Media Center)
		Strategy: small group	Locally and commercially produced
c d	DAY #5	Same as Day #4	Same as Day #4

OBJECTIVES	WEEK #3		MEDIA USED
a d	DAY #1	Discussion of chs. 9 - 12 Discuss more possible interest units Discuss vocabulary for chs. 13 & 14 Assign chs. 13 & 14 and vocabulary quiz for chs. 1 - 14	Add interest unit topics to wall chart Vocabulary ditto
		Strategy: large group	Locally produced
a d	DAY #2	Discussion of chs. 13 & 14 Vocabulary crossword puzzle using words from novel, used as quiz	Vocabulary crossword puzzle
		Strategy: large group and individualized instruction	Locally produced
a d	DAY #3	Review vocabulary with bingo game Discuss vocabulary for chs. 15 - 17 Read and discuss chs. 15 - 17 orally Discuss vocabulary for chs. 18 & 19, and assign these chs.	Vocabulary bingo game Vocabulary ditto
		Strategy: large group	Locally produced
a d	DAY #4	Discuss vocabulary for ch. 20 Read ch. 20 orally Discuss completed novel Review all possible interest unit topics mentioned to date plus any new possibilities Assign tentative interest unit topics (to be selected by student)	Vocabulary ditto Add interest unit topics to chart
		Strategy: large group and individualized instruction	Locally produced
d	DAY #5	Review for examination on <u>The Contender</u> Students meet individually with teacher to discuss possible interest units	Transparencies of plot, character, theme, setting Pseudo crossword puzzle
		Strategy: large group and individualized instruction	Locally produced

OBJECTIVES	WEEK #4		MEDIA USED
evaluation	DAY #1	Exam on The Contender including tape of characteristic speeches read by various staff members	Examination: Written - dittoed exam co Audio - speeches to be identified from tape recording
		Strategy: large group and individualized instruction	Locally produced
a	DAY #2	Return and discuss exams Students relate interest unit ideas with class Teacher collects tentative interest unit topics	Written examination Wall chart
		Strategy: large group	Locally produced
b c	DAY #3	Class meets in Media Center to begin research on interest unit topics Teacher meets individually with students	Media Center
		Strategy: individualized instruction	
b c	DAY #4	Interest unit work in Media Center Teacher continues meeting with individual students	Media Center
		Strategy: individualized instruction	
b c d	DAY #5	Interest unit work or reading skill development	Variety of reading equipment and materials dependent upon student needs
		Strategy: small group and/or individualized instruction	Locally and commercially produced

OBJECTIVES	WEEK #5		MEDIA USED
b c d	DAY #1	Interest unit work or reading skill development	Variety of reading equipment and materials dependent upon student needs
		Strategy: small group and/or individualized instruction	Locally and commercially produced
c d	DAY #2	Introduction to sharing activity Media examples will be shown relating to mini interest unit using Women's Lib	Ditto and transparency of MS magazine's "Night Before Christmas," transparency of MS chart, filmstrip record of Women: The Forgotten Majority
		Strategy: large group	Locally and commercially produced
b c d	DAY #3	Class will be divided into two groups which will alternate, each spending one half of the period on the following activities: Interest unit work Introduction to Media Lab	Transparencies Dry mount press Visual maker Stencil lettering
		Strategy: small group	Locally and commercially produced
b c d	DAY #4	Same as Day #3	Same as Day #3
		Strategy: small group	Locally and commercially produced
b c d	DAY #5	Students will have choice to work in one of the following three areas: 1. Interest unit work 2. Media Production Lab 3. Reading skill development activities (Students will be producing media for interest unit sharing activity, as well as researching topic)	Reading Center Media Lab Activities to be set up contractually
		Strategy: Individual and/or small group	Locally/commercially produc

OBJECTIVES	WEEK #6	MEDIA USED
b c d	DAY #1 Same as Week #5, Day 5	Same as Week #5, Day 5
b c d	DAY #2 Same as Week #5, Day 5	Same as Week #5, Day 5
b c d	DAY #3 Same as Week #5, Day 5 Floating unprogramed time to guarantee flexibility	Same as Week #5, Day 5
b c d	DAY #4 Same as Week #5, Day 5	Same as Week #5, Day 5
b c d	DAY #5 Same as Week #5, Day 5	Same as Week #5, Day 5

OBJECTIVES	WEEK #7	MEDIA USED
b c d	DAY #1 Same as Week #5, Day 5	Same as Week #5, Day 5
b c d	DAY #2 Same as Week #5, Day 5	Same as Week #5, Day 5
a b c	DAY #3 Student sharing activities, interest unit evaluation, and student survey of knowledge of availability and usage of media Strategy: large group and individualized instruction	Student produced and secured Post-questionnaire Locally and commercially produced
a b c	DAY #4 Same as Week 7, Day 3	Same as Week #7, Day 3
a b c	DAY #5 Same as Week #7, Day 3	Same as Week #7, Day 3

OBJECTIVES	WEEK #8	MEDIA USED
Evaluation	DAY #1 Skill improvement evaluation	Stanford Diagnostic Post-Te or CREAD subtests
	DAY #2 Student evaluation of entire unit	Survey Locally produced

BASIC MATERIALS LOCATED IN THE READING CENTER AND MEDIA CENTER: TO BE USED IN READING SKILL DEVELOPMENT, TOPIC RESEARCH, AND MEDIA USAGE AND PRODUCTION

General Media Equipment

- Tape recorders
- Super 8 loop projectors
- Overhead projectors
- Slide projectors
- 16mm projectors
- Screens
- Record Players
- Opaque projectors
- VTR portable units

Media Production Equipment

- Dry mount presses
- Thermofax copiers
- Paper cutters
- Diazo proto printer/pickle jars
- Visual makers (35mm)

Media Production Materials

- 3M thermofax film
- Diazo film
- Poster board
- Stencils
- Ink
- Felt pens
- Transparency frames
- Scissors
- Tracing paper
- Dry mount tissue
- Lamination film
- Lettering materials

COMMERCIALLY AVAILABLE MATERIALS
USED FOR STUDENT RESEARCH

Sound Filmstrips

The Welfare Dilemma
Our Credit Economy
Cities U.S.A.
Maryuana: What Can You Believe?
Tobacco and Alcohol
Black Treasures: A Guide to the Study of Negro Life and History
The People Problem
Venereal Disease: A Present Danger
LSD: The Acid World
The Embattled Metropolis
Everything But . . . Love and Sex, Where to Draw the Line
Negro History - Leading American Negroes

Dare to be Different
Your Personality: The You Others Know
Man: A Cross Cultural Approach, Part I
Man: A Cross Cultural Approach, Part II
Buyer Beware (Consumer Economics)
Minorities Have Made America Great
The Fight for Our Rights, Part I
The Fight for Our Rights, Part II
Women: The Forgotten Majority
Narcotics
Psychedelics
Stimulants
Sedatives
Sickle Cell - An Inherited Disease
The Media Center

Filmstrips

Funds and Fundamentals (How to Prepare Family Budgets)
Sidney Lanier, American Poet

Tapes

Family Problems of Older Teens
Cassette Set on Simulated Case Histories of Drug Users

Films

What Color Are You?
William - From Georgia to Harlem
Alcohol and You
Busted (Drugs)
Speed Scene: Problems of Amphetamine Abuse
Belonging to the Group

Equipment for Skill Development

Shadowscope reading pacers
Tachomatic 500 simulators/projectors
T-Matic 150 tachistoscopic projectors
Flash-X recognition timers
Controlled reader, sr.
Language master
Cassette recorders
Headsets
Audio distribution boxes
Craig readers

Skill Development Materials

Materials for Language Master:

Vocabulary Builder Program - Set 1, basic
Vocabulary Builder Program - Set 2, intermediate
Vocabulary Builder Program - Set 3, advanced
Phonics Program, Word Building/Word Analysis
English as a Second Language

Basic Novel:

The Contender, Robert Lipsyte, Bantam Books, 1967 - 75¢

Other Skill Development Materials:

Discovering Spelling Principles Notebook
Discovery Booklets
Spelling Principles Films (30 films)
Remedial Film Program - Multi-Level (20 films), Psychotechnics
Perceptual Training Films (20 films), Psychotechnics
O.R.A. Reading Films, Level 1, Psychotechnics
O.R.A. Reading Films, Level 2, Psychotechnics
O.R.A. Reading Films, Level 3, Psychotechnics
O.R.A. Reading (Book 1), Psychotechnics
O.R.A. Reading (Book 2), Psychotechnics
O.R.A. Reading (Book 3), Psychotechnics

Field Education Publications:

Kaleidscope - High Interest, Low Level:
Book 1
Book 2
Book 3
Book 4
Book 5
Book 6
Book 7
Book 8

Skill Development Materials (cont.)

Specific Skills Series, Barnell Loft, Ltd.
- Getting the Main Idea Levels
- Using the Context Levels
- Working with Sound Levels
- Following Directions Levels
- Locating the Answer Levels
- Getting the Facts Levels
- Drawing Conclusions Levels

Down a Lonesome Road - Minorities in America
Surfing, Bowmar
Horses, Bowmar
Teen Fair, Bowmar

Countdown - Study Skills Workbooks (Scholastic)
Craig Reader Programs - A, B, C
Tactics in Reading, Scott, Foresman